

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<div style="border: 1px solid black; padding: 5px;"> FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div>2016 MAR 28 PM 4: 01</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal Information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Texas A&M University-Commerce	116-501		
Vendor ID #	ESC Region #	DUNS #	
	10	07-313-1419	
Mailing address		City	State ZIP Code
P.O. Box 3011		Commerce	TX 75429
Primary Contact			
First name	M.I.	Last name	Title
Erin	K	Swinson	Director of Special Projects
Telephone #	Email address		FAX #
(903)886-5184	Erin.Swinson@tamuc.edu		(903)886-5905
Secondary Contact			
First name	M.I.	Last name	Title
Michelle		Roberts	Research/Sponsored Programs
Telephone #	Email address		FAX #
(903)886-5963	Michelle.Roberts@tamuc.edu		(903)468-8784

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

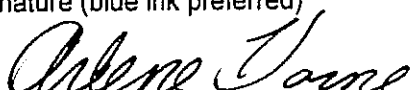
Authorized Official:

First name	M.I.	Last name	Title
Arlene		Home	Vice Provost of Research
Telephone #		Email address	FAX #
(903)886-5133		OSRP@tamuc.edu	(903)468-8784

Signature (blue ink preferred)

Date signed

3/28/2016


Only the legally responsible party may sign this application.

701-16-102-051

Schedule #1—General Information (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 116-501

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	116-501	Sarah Baker	(903)886-5045	\$639,095
	Texas A&M University-Commerce		Sarah.Baker@tamuc.edu	
Member Districts				
2.	116-903	Charlie Alderman	(903)886-3755	0.00
	Commerce ISD		Charlie.Alderman@commerceisd.org	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 116-501			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$639,095

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Schedule #4—Request for Amendment

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texas A&M University-Commerce is known throughout the state as one of the top teacher education colleges and hopes to continue that tradition with the addition of an ACE program that impacts the struggling students and parents in the local community. A&M-Commerce's goal in our program is to support our local low-socioeconomic community in need of academic assistance and enrichment opportunities with the resources of a great education-based university. With the large local diversity and the high percentage of economically disadvantaged community members, A&M-Commerce fully believes that we can combine our resources with local partners to ensure that all community members are empowered. With the information gained from Commerce ISD's needs assessment as well as the needs assessment of A&M-Commerce, we believe that the program we are envisioning will not only meet the goals of those needs assessments but also develop a community of lifelong learners.

The proposed A&M-Commerce ACE program developed in collaboration with Commerce ISD's need assessments and our local Community Advisory Council, designed to include the Commerce ISD District Improvement Council, members from each of our different demographic communities and members of the A&M-Commerce College of Education and Human Services and various academic departments, is the vehicle for a targeted approach to meeting the needs of our community. These organizations have offered tremendous insight for this program. They have:

1. Identified the goals of the grant and determined that Commerce ISD's demographics of 73% economically disadvantaged and 61% at-risk as well as both Title 1 campuses proposed in the grant meet the purpose of the grant.
2. Helped to develop a cost analysis and budget.
3. Examined the needs assessment of the local schools to determine how to meet the needs of different demographic groups.
4. Started work on developing an evaluation process using stakeholders and continuous improvement as key components.
5. Identified key positions for the program and the expectations for those positions.
6. Focused on academics, attendance, behavior, promotion rates and graduation rates of the students of Commerce ISD while involving the parents in the process.
7. Ensured that this application meets statutory requirements and TEA requirements.

The A&M-Commerce ACE program has been designed by coordinating with Commerce Community Advisory Council and Commerce ISD. Together, we have designed a program to be held on the elementary campuses of Commerce ISD to ensure a safe environment. Both elementary schools are Title 1, 73% economically disadvantaged and 61% at-risk. The A&M-Commerce ACE program has been designed so that the students on the elementary campuses served will remain at the local campus to ensure a safe environment. With an average of 40 low achieving economically disadvantaged children per grade level, the number of students served in grades PreK-5 will be 280 students. There will be 160 at Commerce Elementary School (CES) and 120 at A.C. Williams Elementary School (ACW). Students will remain on their home campus so no transportation is needed between centers. Buses will be available to transport students home and district safety policies will be enforced.

To manage the grant, A&M-Commerce and Commerce ISD will both participate in the Commerce Community Advisory Council in the oversight of the grant. Both A&M-Commerce and Commerce ISD have the background required to manage and administer the grant.

A&M-Commerce, Commerce ISD, and the Commerce Community Advisory Council have joined forces to start the process of creating programs that meet the needs of our demographics. Commerce Community Plaza has run for 4 years to meet the needs of our local Hispanic and economically disadvantaged parents in completing coursework for a GED, English language acquisition, or training for employment. A Commerce ISD Saturday Academic Enrichment

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program was started this year to work with a combination of African American and economically disadvantaged students and parents to meet their needs in academic tutoring and parenting. All of these organizations and programs will be used to share information about the community learning centers for both after school and summer programs.

With a focus on using both school and university resources, Commerce ISD and A&M-Commerce will coordinate to ensure that professional educators are leading A&M-Commerce students to focus on both academic tutoring and enrichment. The after school program will consist of 3 hours Monday-Thursday. Students will go through a rotation of: 45 minutes of physical activity/snack/tutoring and 3 rotations of 45 minutes based on the needs of the student. These rotations could include reading instruction, math instruction, music (piano, guitar, strings and/or choir), counseling (leadership, team building, drug awareness, character building and counseling), science (engineering, robotics and programming) and art (theatre, dance, art and A/V production). The enrichment activities are to be led with Commerce ISD teachers and students representing different departments of A&M-Commerce. There will also be a Saturday program for students and parents held twice a month from 8:00 a.m. to 12:00 p.m. The Saturday program will be focused on parents, adult community members, and students. It will include additional academic assistance for students, parent education, and adult education classes. Last, there will be a 6-week summer program for grades 1-5. The summer education program will be heavily focused on reading but also include many of the enrichment opportunities of the after school program.

In order to staff all three of the A&M-Commerce ACE programs, we have combined resources of both the university and the local school district. The after school program will consist of 12 hours a week with an additional 4 hours every other Saturday. There will be 17 A&M-Commerce students from different branches of the university. They will be music majors, education majors, science majors, art majors, theatre majors and students from both the Regents College and the Honors College. In order to assure communication and experience, we will have a teacher from each grade level available to give instruction in math and reading as well as mentor the students from the university.

The collaboration of A&M-Commerce, Commerce ISD and the local community has never happened at this level in Commerce, Texas. The dream of building a program to truly change the lives of our children and community members has started with a small group that has grown. With the start of A&M-Commerce's ACE program, the parents and students of the community have a great start.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 116-501			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$500,622	\$	\$500,622
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,000	\$	\$10,000
Schedule #9	Supplies and Materials (6300)	6300	\$75,040	\$	\$75,040
Schedule #10	Other Operating Costs (6400)	6400	\$23,000	\$	\$23,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$608,662	\$	\$608,662
5% indirect costs (see note):			N/A	\$	\$30,433
Grand total of budgeted costs (add all entries in each column):			\$608,662	\$	\$639,095
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$608,662
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$30,433

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 116-501		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor	17		\$126,480
Program Management and Administration			
4 Project director (required)	1		\$65,000
5 Site coordinator (required)	2		\$90,906
6 Family engagement specialist (required)	1		\$41,225
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist		2	\$6,000
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$329,611
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$96,120
25 6121 Support staff extra-duty pay			\$6,441
26 6140 Employee benefits			\$68,450
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$171,011
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$500,622

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 116-501		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Texas A&M University-Commerce: Planetarium, Recreation Center, Ropes Course, Theatre, Music Performance Hall, Field House	10,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$10,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 116-501		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$75,040
Grand total:		75,040

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 116-501		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$4,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$7,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$11,000
Remaining 6400—Other operating costs that do not require specific approval:		\$12,000
Grand total:		\$23,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 116-501			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 116-501	Amendment # (for amendments only):
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Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:				
Category	Number	Percentage	Category	Percentage
African American	184	23.5	Attendance rate	96.2%
Hispanic	158	20.2	Annual dropout rate (Gr 9-12)	.9%
White	371	47.4	Students taking the ACT and/or SAT	74.5%
Asian	19	2.4	Average SAT score (number value, not a percentage)	1408
Economically disadvantaged	575	73.4	Average ACT score (number value, not a percentage)	20.0
Limited English proficient (LEP)	128	16.3	Students classified as "at risk" per Texas Education Code §29.081(d)	61.0%
Disciplinary placements	2	.3		

Comments

There are additional Commerce statistics that illustrate the challenges our local schools work to overcome. First, being a university town, Commerce has a 15.6 percent unemployment rate versus the Texas unemployment rate of 4.2 percent. University students who are parents are often unable to afford after school programs for their children. Second, only 13 percent of Commerce children come from a married household. Research shows that in single parent households, there are additional barriers for children to attain the academic tutoring needed to overcome low performance. Due to the multiple challenges of a small rural university town, we need to maximize all our resources to give our children the opportunities to succeed.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	15	13.2	No degree	0	0
Hispanic	3	2.6	Bachelor's degree	76.8	67.8
White	91.3	80.6	Master's degree	35.5	31.3
Asian	0	0	Doctorate	1	.9
1-5 years exp.	31.8	28.1	Avg. salary, 1-5 years exp.	39,425	N/A
6-10 years exp.	24	21.2	Avg. salary, 6-10 years exp.	40,519	N/A
11-20 years exp.	33	29.1	Avg. salary, 11-20 years exp.	46,244	N/A
Over 20 years exp.	19.5	17.2	Avg. salary, over 20 years exp.	53,436	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	40	40	40	40	40	40	40								280
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	40	40	40	40	40	40	40								280

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Schedule #13—Needs Assessment

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The A&M-Commerce ACE programs developed in collaboration with Commerce ISD's need assessments and our local Community Advisory Council, designed to include the Commerce ISD District Improvement Council, members from each of our different demographic communities and members of the A&M-Commerce College of Education and Human Services, are the vehicle for a targeted approach to meeting the needs of our community. These organizations have offered tremendous insight for this program. They have:

1. Identified the goals of the grant and determined that Commerce ISD's demographics of 73% economically disadvantaged and 61% at-risk as well as both Title 1 campuses proposed in the grant meet the purpose of the grant.
2. Helped to develop a cost analysis and budget.
3. Examined needs assessment of the local schools to determine how to meet the needs of different demographic groups.
 - a. Need for improved reading skills for Economically Disadvantaged and African American students.
 - b. Need for educational engagement and attendance for Economically Disadvantaged and African American students and parents.
 - c. Improvement in parent and community involvement in academic activities.
 - d. Need in counseling, character building and leadership programs for Economically Disadvantaged and African American students to minimize the number of discipline placements.
 - e. Need for improved math skills for Economically Disadvantaged and African American students.
4. Started to work on developing an evaluation process using stakeholders and continuous improvement as key components.
5. Identified key positions for the program and the expectations for those positions.
6. Focused on academics, attendance, behavior, promotion rates and graduation rates of the students of Commerce ISD while involving the parents in the process.
7. Ensured that this application meets statutory requirements and TEA requirements.

The Commerce Community Advisory Council will continue to monitor the needs assessment and make changes as necessary. Though the goals here are a start, the Advisory Council sees the continued need to ensure a focus on the changing needs of our community.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 116-501		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Disaggregated data from Commerce Elementary School and A.C. Williams Elementary School has indicated a need for improved reading skills for Economically Disadvantaged and African American students. All students should read on grade level by 3 rd grade.	After school reading support for struggling readers with the use of professional reading teachers. Also, summer reading program for 6 weeks focusing on Economically Disadvantaged and African American students using professional reading teachers.
2.	Disaggregated data from Commerce ISD has indicated a need for educational engagement and attendance for Economically Disadvantaged and African American students and parents. Improvement in attendance and engagement.	An after school program that gives students different opportunities to engage in a multitude of programs increases student engagement in the educational system of the school. Saturday meetings with parents will offer both training in the academic standards of their child and training in basic jobs skills to help make them more employable.
3.	Low parent and community involvement in the local schools. Improvement of parent and community members in academic activities.	The collaboration of A&M-Commerce and Commerce ISD in building and maintaining a program that meets the needs of our local students and community. With two of the key stakeholders involved in the A&M-Commerce ACE program, the programs for community members, parents and students will improve involvement in the local schools.
4.	Disciplinary data from Commerce Elementary School and A.C. Williams Elementary School has indicated a need in counseling, character building, and leadership programs for Economically Disadvantaged and African American students.	The use of A&M-Commerce faculty and students from the Counseling department, the Honors College and Regents College to mentor, train and guide local students through counseling, leadership, college and career readiness, and character building programs.
5.	Disaggregated data from Commerce Elementary School and A.C. Williams Elementary School has indicated a need for improved math skills for Economically Disadvantaged and African American students.	After school math support for struggling students with the use of professional math teachers. Also, summer math program for 6 weeks focusing on Economically Disadvantaged and African American students using professional math teachers.

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Schedule #14—Management Plan

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Required Education/Experience - Bachelors Degree in education-related field. Preference given to those with Masters Degree and professional certification. Three years experience in program design and evaluation, budgetary facilitation, and supervisory experience.
2.	Site Coordinator(s)	Required Education/Experience - Bachelors Degree in education-related field; Masters Degree in education-related field preferred. Three years demonstrated experience working with at-risk students, program coordination, data analysis, and supervision of personnel.
3.	Family Engagement Specialist	Required Education/Experience - Associates Degree in education- or social work-related field or 5 years documented work experience developing and managing diverse community-based programs.
4.	Evaluator(s)	PhD-level educational researcher with experience working in quantitative/qualitative experimental evaluation design. Experience working with independent evaluations preferred.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Reading Scores	1. Identify Struggling Readers/Assessment	08/08/2016	05/26/2017
		2. After School Reading Instruction	09/06/2016	05/12/2017
		3. Summer Reading Program	06/05/2017	07/21/2017
		4. Evaluation	05/12/2017	07/28/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Educational Engagement	1. Baseline Survey	08/08/2016	09/16/2016
		2. After School Engagement Activities	09/06/2016	05/12/2017
		3. Saturday Bi-Monthly Parent/Community Training	09/10/2016	05/13/2017
		4. Academic Engagement Survey/Attendance	05/13/2017	05/26/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Parent and Community Involvement	1. Parent/Community Information Sessions	08/08/2016	09/16/2016
		2. Parent/Community Involvement Survey	08/08/2016	09/16/2016
		3. Saturday Bi-Monthly Parent/Community Sessions	09/10/2016	05/13/2017
		4. End of Year Parent/Community Survey	05/13/2017	05/26/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Discipline	1. Identify Students with Multiple Discipline Infractions	08/08/2016	05/26/2017
		2. After School Counseling/Character Instruction	09/06/2016	05/12/2017
		3. End of Year Disciplinary Data	05/24/2017	06/08/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Improve Math Scores	1. Identify Struggling Math Students/Assessment	08/08/2016	05/26/2017
		2. After School Math Instruction	09/06/2016	05/12/2017
		3. Summer Math Program	06/05/2017	07/21/2017
		4. Evaluation	05/12/2017	07/28/2017
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas A&M University-Commerce receives over \$4 million in annual grants from a variety of sources, including flow through grants as the ACE program supports. As a result, the institution, with its Office of Research and Sponsored Programs, has experience monitoring the goals and objectives of grants like the ACE program. This also includes an understanding on how to evaluate programs and to make adjustments based on the evaluation process. Periodic academic progress review of the students participating in the A&M-Commerce ACE Program will serve as the primary evaluation related to the academic goals and objectives. In addition, periodic surveys of the student, parents, and staff will measure satisfaction of the cultural enrichment aspect of the program.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas A&M University-Commerce is a central part of the community offering community access to the arts, music, recreation, and community enrichment courses. Extending our resources to partner with the local school district, Northeast Texas Boys and Girls Club, and Communities in Schools to provide this ACE program is a natural extension of our service and education mission. Since a sustainable ACE program must have an array of community supporters and partners, the partnership between A&M-Commerce and Commerce ISD provides a strong foundation for other constituents to join the effort.

With access to the College of Education and Human Services programs in teacher preparation, school psychology, school counseling, sports recreation, and social work, these assets of both faculty and students can leverage our resources to assist with the A&M-Commerce ACE program. The university also has recourses in music, the arts, STEM fields, and agriculture that can expand the opportunities for the A&M-Commerce ACE program. To move toward sustainability, the university can use the service component of the ACE program as part of its overall service mission, leveraging interns, student workers, and faculty/staff service time for the program. By illustrating our commitment to the program, this will create synergy for our other community partners to assist in our goal of sustainability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Continually monitoring struggling readers using Eduphoria! Aware data system	1.	Individual improvement of all students to grade level goals
		2.	All students reading on grade level by 3 rd grade
		3.	90% of 3 rd -5 th grade students passing STAAR
2.	Surveys/Saturday Attendance/Participation in After School Activities	1.	Double the number of parents/community members attending Saturday
		2.	Bring student attendance of focus demographics up to average attendance
		3.	All students attending after school participating in an enrichment activity
3.	Number of Parents/Community Members involved in Schools/Academics	1.	PreK-5 th grade levels will have 10% of parents volunteering at schools
		2.	PreK-5 th grade levels will have 5 community members volunteering for each
		3.	Bi-Monthly Saturday activities will double over the year
4.	Continually monitoring students with discipline history using Skyward discipline system	1.	Identified Students will decrease number of discipline days by 75%
		2.	Character development programs will have 50% less discipline incidents
		3.	K-5 th grade students will miss 50% less class due to discipline
5.	Continually monitor struggling math students using Eduphoria! Aware data system	1.	Individual improvement of all students to grade level goals
		2.	PreK-2 nd grade students on grade level in math
		3.	90% of 3 rd -5 th grade students passing STAAR math

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The A&M-Commerce Office of Research and Sponsored Programs (ORSP), along with the College of Education and Human Services (COEHS), have extensive experience in data collection, evaluation design and monitoring programs. The assets of the ORSP and COEHS will be used to assist with the A&M-Commerce ACE program. The current concept of outcomes-based assessment used extensively in university's education programs will be used to refine, improve, and strengthen the A&M-Commerce ACE program. The data collection will start with Commerce ISD data gained from benchmarks, state testing and Commerce ISD programs. The university will use data gained from the A&M-Commerce ACE program itself. A&M-Commerce ACE program data will include both quantitative and qualitative data from assessments, surveys, and observations.

A&M-Commerce will work with Commerce ISD and the Commerce Community Advisory Council to share information through social media, newspapers, local radio, Saturday information sessions and parent meetings. With the close relationship between these groups, dissemination of information will be ensured.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The A&M-Commerce ACE program has been designed and budgeted to support 280 students in grades PreK-5, as well as 60 parents and community members. At this time, there is not a targeted reading, math, fine arts, character development and parental involvement after school program or Saturday program. The A&M-Commerce ACE program will allow the students of Commerce, Texas to engage in an academic college community.

By using a combination of A&M-Commerce students and Commerce ISD teachers, the after school program will assist students academically with tutoring, enrichment, targeted reading and math instruction, and character development. The 6-week summer program will focus on reading and math for the lowest performing students within our African American and Economically Disadvantaged subgroups. The Saturday program for parents and community members will be focused on parenting, breaking the cycle of poverty, and building relationships between school and parents. Neither Commerce ISD nor the community of Commerce, Texas has a program like this in place.

All of the A&M-Commerce ACE programs will be on Commerce ISD campuses. Transportation will be provided from the campus to students returning home. All students will already be on their center campus. Transportation will be provided during the summer session. The Project Director and the Director of Transportation for Commerce ISD will coordinate all transportation needs.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the process of building the foundation for this application, A&M-Commerce, Commerce ISD, and members of the local community have met to ensure this application focuses on the needs of our local community. Many members of our different organizations are already aware of this application. Upon notification of grant funding, each campus center and A&M-Commerce will disseminate information about the A&M-Commerce ACE program. Parent and community information sessions will be scheduled to include registration, locations, hours, programs and Saturday opportunities. Individuals associated with Commerce ISD and A&M-Commerce will go door to door to the targeted students homes to pass out flyers and invite them to join. Commerce Community Advisory Council will meet monthly to provide input on community public relations and awareness. To inform the community, press releases will be sent to local newspapers, radio stations and community agencies.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research from the National After School Alliance confirms that children who participate in structured after school hours programs – that are offered with significant intensity and duration – gain higher grades in school, attend school more often, and have more positive attitudes toward education than their peers (ASA, 2003). A&M-Commerce has evaluated the surrounding community and seen very few existing after school opportunities for students in our community, especially ones that are consistently scheduled and have the academic intensity needed. Those few programs offered are not affordable to our economically disadvantaged parents. The vast disparity in available resources to our diverse community has energized A&M-Commerce to partner with Commerce ISD and the local community. With the involvement of Commerce ISD administration and teachers, we plan to incorporate multiple learning styles to meet the needs of our students. Based on the academic data provided by Commerce ISD, we will specifically target the individual students in both reading and math. By tracking these students and monitoring their academic progress, we plan to make significant gains. Not only will borderline students be targeted, but also our advanced students will have opportunities to receive significant academic enrichment.

Case studies also show that students that have poor attendance and students that have frequent discipline violations are more than twice as likely to drop out of school or have low academic achievement (CSAP, 2002). The A&M-Commerce ACE program will provide students with the tools they need to successful, safe, healthy and engaged learners. With the focus on the all-around child, we will ensure that all students are reached.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Commerce ISD has two elementary schools that are Title 1 Part A schools. The district also receives Title II Part A, Title III and State Compensatory Education funds. These funds provide services to eligible students in reading, math, health and social services. The federal, state and local funds are used to fund additional academic enrichment activities.

The proposed grant activities will be coordinated with local Commerce ISD funding and be supplemental and will not supplant any funds from Commerce ISD. The proposed grant will not be used to divert or decrease existing services or to provide services as required by state law, the State Board of Education or local Commerce ISD policy.

A&M-Commerce and Commerce ISD already work together with an after school and Saturday parent program called Commerce Community Plaza. Commerce Community Plaza works with adult students with Mexican Citizenship through the Mexican Consulate. These programs teach ESL and GED classes for our Hispanic community adults. This program will continue with the A&M-Commerce ACE program, as the Commerce Community Plaza does not serve students of Commerce ISD, only adults.

Commerce ISD also works with Boys and Girls Club and Communities In Schools. Both of these programs will continue in Commerce ISD. Boys and Girls Club and Communities In Schools are both partners in the A&M-Commerce ACE program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) The need for an after school program is based on data received from Commerce ISD data reports, surveying community members, parents, campus staff and Commerce ISD administration. By looking at Commerce ISD AEIS data reports and benchmark reports, there is a clear trend that shows the struggle of economically disadvantaged and African American students. The activities at each site will be individualized for each student and campus. Proposed activities have been based on A&M-Commerce University research, Commerce ISD district and campus needs assessments, Commerce Community Advisory Council and surveys of Commerce, Texas parents and community members. All information sources point to a need for academic enrichment and remediation for low performing students with an after school and summer program.

2) Research from the National After School Alliance confirms that children who participate in structured after school hours programs – that are offered with significant intensity and duration – gain higher grades in school, attend school more often, and have more positive attitudes toward education than their peers (ASA, 2003). Little, Wimer, and Weiss wrote that while afterschool programs “have the potential to impact a range of positive learning and development outcomes,” some programs do not maximize this potential. They identified the following three factors as critical to achieving positive youth outcomes: access to and sustained participation in the program, quality programming and staffing, and partnerships between the program and the school. The program proposed is meeting all of these factors.

3) There will be ongoing monitoring, assessment and data analysis to determine if the activities are meeting the needs of our parents and students. By using benchmarks, testing scores, PEIMS reports, state reports and local meetings, the Commerce Community Advisory Council will meet monthly to monitor the success of the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

A&M-Commerce and Commerce ISD have a long tradition of partnerships. With the multiple ties between the university and local school district, we hope to grow those partnerships. The combining of resources to help our local community is an obvious choice.

A&M-Commerce will be the financial and educational leader of the after school and Saturday programs. With the involvement of Commerce ISD teachers and administrators, the daily operations of the A&M-Commerce ACE program will be successful. The university will supply the students from the Honors College, Regents College, departments of Music, Art, and Computer Science, and the College of Education and Human Services' departments of Counseling, Social Work, Health and Human Performance, and Curriculum and Instruction. A&M-Commerce will also host sessions on career opportunities and college preparation from the Career Development and Financial Aid departments.

Commerce ISD will supply a teacher for each grade level to ensure reading and math remediation. Commerce ISD will also supply the facilities.

A&M-Commerce and Commerce ISD currently partner in Dual Credit and an early college academy at Commerce High School. We partner in a math, science and engineering program with Commerce Middle School. Commerce ISD and A&M-Commerce also currently partner with many local community organizations to help our community: Little Angels, Communities in Schools, Boys and Girls Club, Commerce Community Plaza, Commerce Community Action Program, Commerce Community Cares and many others. The A&M-Commerce ACE program will be a critical community partnership that helps to build upon our current partnerships.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on needs assessments from Commerce ISD, A&M-Commerce and the Commerce Community Advisory Council, A&M-Commerce has done an extensive review of the resources in the Commerce area. As Commerce is a university town, Commerce has many unique resources available. A&M-Commerce has a tremendous amount of resources that are not available in a typical small rural community. A&M-Commerce has facilities, including a Ropes Course, a Recreation Center, a Planetarium, a Theatre, A/V technology, Music Performance Hall and many different athletic venues. Beyond these facilities, A&M-Commerce has the human capital to make this program work. The students at A&M-Commerce are exceptional. The students working in this program will include students from the A&M-Commerce Honors College, the A&M-Commerce Regents College, the College of Education and Human Services, the College of Science and Engineering, the Department of Music, the Department of Theatre, the Department of Art, the Department of Counseling, and the Department of Social Work. The way these different colleges, departments and students are going to meet identified needs of Commerce parents and students are as follows:

Students	Job Description	Identified Need
Honors College	Tutoring, Mentoring, Character Building, Leadership Training	Academic reinforcement of reading and math, improvement of behavior through character building, mentoring and development of leadership skills
Regents College	Tutoring, Mentoring, Character Building, Leadership Training	Academic reinforcement of reading and math, improvement of behavior through character building, mentoring and development of leadership skills
College of Education and Human Services	Tutoring, Mentoring, Character Building, Leadership Training	Academic reinforcement of reading and math, improvement of behavior through character building, mentoring and development of leadership skills
College of Science	Engineering, Robotics, Programming	Educational engagement of students through Robotics, engineering projects and computer programming
Departments of Music, Theatre and Art	Theatre, Dance, Art, Piano, Guitar, Strings, Choir and A/V Production	Educational engagement of students through Robotics, engineering projects and computer programming
Department of Counseling	Leadership, Team Building, Drug Awareness, Student and Parent Counseling	Improvement of behavior through character development, counseling, mentoring and team building. Improvement of parent involvement through counseling and education.
Department of Social Work	Counseling, Mentoring, Parent and Community Meetings	Improvement of parent and community involvement through Saturday parent and community trainings on academic standards of their children and basic job skills.
Math Teachers	Math Skills	Support for struggling students in Math.
Reading Teachers	Reading Skills	Support for struggling students in Reading.

With these resources, the A&M-Commerce ACE program will have the support required to meet the needs of the community of Commerce, Texas. Some of the other resources that will be used in the program are the Northeast Texas Children's Museum and Northeast Texas Boys and Girls Club, as well as several clubs and organizations that can provide informational sessions to support academic and enrichment activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The A&M-Commerce College of Education and Human Services is one of the leaders in the state of Texas in curriculum, instruction and educational leadership. The staff of the College of Education and Human Services will be included in the design and implementation of the A&M-Commerce ACE program. By consistently being on the forefront of educational research, the College of Education and Human Services is the perfect resource of best practices for educational and related activities that complement and enhance academics, postsecondary preparation and student development. The College of Education and Human Services will coordinate with the Office of Research and Sponsored Programs to utilize current assessment processes to monitor the A&M-Commerce ACE program. The current concept of outcomes-based assessment started within the College of Education and Human Services and we have the expertise and mechanisms in place to extend this practice to the ACE program. This includes expertise in curriculum design, pedagogy, literacy, special education, diagnostics and assessment. The College of Education and Human Services, along with the Office of Research and Sponsored Programs, can provide statistical analysis of the assessment data. This will assist in allowing the ACE program leadership to make data-driven decisions for the selection of the educational and enrichment activities, as well as adjusting the current activities to reach outcome goals.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers are not currently scheduled to be a part of the A&M-Commerce ACE program. As community awareness builds, we look forward to expanding partnerships with additional groups and encouraging volunteer involvement. Volunteers will be an additional source of long-term sustainability. Commerce ISD will conduct all required background checks as needed.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

A&M-Commerce, Commerce ISD and the Commerce Community Advisory Council have worked together to support many local activities. These organizations have offered community access to the arts, music, the Northeast Texas Children's Museum, recreation and community enrichment courses. Bringing these organizations together and partnering to support the ACE program is a natural conclusion. This will be the strong foundation for other organizations to support the program. Boys and Girls Club, Commerce School Educational Enrichment Foundation, Commerce Community Cares, and Commerce Community Action Program have been contacted and agreed to support this program.

With the access to the A&M-Commerce College of Education and Human Services programs in teacher preparation, school psychology, school counseling, sports and recreation, and social work, these assets of both faculty and students can leverage our resources to assist with the ACE program. A&M-Commerce also has resources in music, the arts, STEM fields, and agriculture that can expand the opportunities for the ACE program. To move toward sustainability, the university can use the service component of the ACE program as part of its service mission, leveraging interns, student volunteers, and faculty/staff service time in the program. By illustrating our commitment to the program, this will create synergy for our other community partners to assist in our goal of sustainability.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Commerce Community Advisory Council has been developed after identifying university partners, faculty and staff, local business owners, Commerce ISD administrators and teachers, and local church and service groups. A preliminary meeting was conducted on March 23, 2016 at the Commerce ISD Administration building where 15 community, school, university, and business leaders met to discuss program benefits for Commerce ISD, A&M-Commerce and the community. The participants reviewed grant objectives and anticipated impact on Commerce ISD students, analyzed PreK-5 grade achievement scores and needs assessment data, evaluated budget resources and recommendations, discussed logistics of partnership between Commerce ISD and A&M-Commerce, brainstormed sustainability options for continuation of services, and examined how members can promote program awareness. These stakeholders have a vested interest in the community and will seek to promote the program in the development phase and determine its effectiveness after implementation.

The primary objective of the Commerce Community Advisory Council is to educate the community on the importance of a structured after school and summer program and how it will support the needs of Commerce ISD students and families. Institutions of Higher Education develop programs for their communities, but program awareness and success can be negatively affected if there is not a designated group assigned to promote the program. In order to begin the process of engaging the community, the Commerce Community Advisory Council will conduct needs assessments to ensure the services and activities being developed are aligned with parental expectations. The Commerce Community Advisory Council will then meet with the Project Director, Site Coordinators, and Family Engagement Specialist to define specific roles in community outreach to build awareness of program goals. Once the school year begins, the Commerce Community Advisory Council will meet for a minimum of one hour per month to coordinate program activities, develop funding sustainability efforts, disseminate program data to justify future support, and to modify existing services based on student achievement reports. Surveys related to program offerings and effectiveness will be conducted by the external evaluators and reviewed by the Commerce Community Advisory Council and A&M-Commerce ACE program staff. The Commerce Community Advisory Council will collaborate with A&M-Commerce ACE program staff to improve student learning activities based on student needs data so services continuously align with objectives and projected outcomes. If the university, corporate, and community stakeholders are actively involved in the program's success, there will be a greater understanding of what resources are required for sustainability. The Commerce Community Advisory Council will meet with the Texas A&M University President's Advisory Committee, the Commerce ISD school board, the Northeast Texas Boys and Girls Club board, local service organizations, and faith-based groups to garner support to sustain the A&M-Commerce ACE program.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas A&M University-Commerce ACE program will operate under the supervision of the Project Director, who will work closely with the two center Site Coordinators, Family Engagement Specialist, and Commerce Community Advisory Council, to manage grant activities and services. The Project Director will also coordinate with Commerce ISD teachers and A&M-Commerce tutors to provide instruction and activities that align with the school day. An external evaluator will also be utilized per center to ensure proper project administration.

To begin the management process, the responsibilities of A&M-Commerce and Commerce ISD personnel and partnerships must be established. A Memorandum of Understanding (MOU) has been created between the A&M-Commerce ACE program and Commerce ISD to define roles and responsibilities of both parties. A&M-Commerce ACE program and the PEIMS coordinators will also create an MOU to ensure timely and accurate data collection. A&M-Commerce ACE program staff will collaborate to develop a handbook that defines personnel and program requirements and outlines available training and professional development activities, as well as data management and reporting procedures. A&M-Commerce ACE program staff will also create a shared calendar where staff and Commerce Community Advisory Council meetings, data reviews, project and budgetary evaluation, survey creation, and staff development are scheduled.

Coordinating data collection is a critical component of managing the grant. The Project Director will oversee and approve data submission and ensure staff has access to the TX21st Student Tracking System, while the Site Coordinators will enter student and attendance data. The Project Director and Site Coordinators will meet at least once a month with teachers and tutors to review data and determine effective strategies to enhance achievement. Program curriculum will be data-driven and purposefully aligned with additional hands-on and enrichment activities as an extension of regular school day lessons. A&M-Commerce ACE program staff will also develop a student performance report to document attendance, academic progress, and behavioral information where teachers and parents can place comments as needed to further enhance communication.

Another critical element of grant management is fiscal responsibility. The Project Director will act as the facilitator of funds and will secure vendors and suppliers but must ensure other program staff understand the processes related to grant funding. A program budget will be created by the Project Director using the Direct Costs Budget Worksheet. As center activities and materials are adapted to meet the needs of students and families served, the Site Coordinator will complete the Estimate Activity Cost Worksheet to guide the process. Budget meetings will occur monthly to review resources and determine funding sources outside the grant to develop a self-sustaining program.

Evaluation of the grant is an ongoing process that will take place throughout the year. The Project Director and external evaluators will use the *Texas ACE Independent Evaluation Guide* to evaluate progress towards performance goals and to assist in the submission of the ACE Final Report. The Project Director and Site Coordinators will also schedule monitoring of student activities, staff performance, security, and spending as part of the evaluation process.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-501		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Commerce Elementary School		
9 digit campus ID#	116903101	Distance to Fiscal Agent (Miles)	1.6 Miles
Grade Levels to be served (PK-12)	PreK-2		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		160	
Number of Adults (parent/ legal guardians only) to be served:		35	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: A.C. Williams Elementary School		
9 digit campus ID#	116903104	Distance to Fiscal Agent (Miles)	1.5 Miles
Grade Levels to be served (PK-12)	3-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		120	
Number of Adults (parent/ legal guardians only) to be served:		25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Center Number: 7	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Center Number: 9	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As defined in ESEA section 1114(b)(1)(B), the school program will address the needs of all children in the school but will emphasize the needs of low-performing students and those identified as at-risk of not meeting state achievement standards. TEC 29.081 states those students identified in most need of academic assistance will receive accelerated instructional services that will enable the students to be at grade level at the end of the next school year. Commerce ISD currently houses the Northeast Texas Boys and Girls Club at one of its campuses where students receive tutoring services after school, but there are no schoolwide programs that specifically target low-performing or at-risk students. To identify these students, A&M-Commerce ACE program staff will attend weekly grade-level Professional Learning Community (PLC) meetings to review testing and behavioral data. The PLC, counselors, and administrators will also notify program staff of students who need support academically and/or behaviorally that do not attend school regularly. These students will be identified using PEIMS reports. A&M-Commerce ACE program staff will also attend professional development at each center once per six weeks to review reading and math benchmark data with Commerce ISD teachers.

Recruiting and retaining students in most need of accelerated instruction will be the first phase of recruitment. Recruitment efforts include collaboration among the Project Director, Site Coordinators, Family Engagement Specialist, and the Commerce Community Advisory Council to raise program visibility; creation of a Parent Resource Center at each center to designate a targeted location for parents and student to receive information; phone calls and home visits to families to review student progress; conduct surveys that target student interests; establish partnerships between program teachers and regular school day teachers to address attendance issues; presentations to the Commerce Community Advisory Council, Commerce ISD school board, and community organizations. Once students in most need of assistance are recruited, A&M-Commerce ACE program staff will open any remaining slots for students who have not been identified as low performing. A continuous data review process will be carried out as grouping may shift throughout the year. Strategies to retain students include a student analysis to determine activities that will interest targeted students, incentives that can be offered, and creating partnerships with regular school day staff to encourage participation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-501	Amendment # (for amendments only):
<p>TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The A&M-Commerce ACE program will operate during the regular school year at two Commerce ISD centers, Commerce Elementary School (CES) and A.C. Williams Elementary School (ACW). Both centers will follow the schedule below:</p> <ul style="list-style-type: none"> 3 hours per day, Monday-Thursday 4 hours, two Saturdays per month <p>A&M-Commerce faculty, staff, and student will comprise a significant portion of program staff so fall/spring start and end dates will coincide with the university calendar. The fall semester will begin August 29, 2016 and end December 16, 2016 for a total of 15 weeks. The spring semester will begin January 17, 2017 and end May 5, 2017 for a total of 16 weeks. The A&M-Commerce ACE program will operate at the same two centers during the summer program using the schedule below:</p> <ul style="list-style-type: none"> 4 hours per day, Monday-Thursday <p>The summer program will begin June 12, 2017 and end July 27, 2017 with a break during the week of July 4, 2017.</p> <p>A&M-Commerce ACE program staff for the regular school year include one Project Director, a Site Coordinator for each center, one Family Engagement Specialist, and one aide to assist teachers. The CES Center will operate with 10 A&M-Commerce student tutors and 4 classroom teachers, one per grade level, for grades PreK-2 in the fall and spring. During the summer program, grades 1 and 2 will be served with one classroom teacher per grade level. The ACW Center will serve grades 3-5 with one classroom teacher per grade level and 7 A&M-Commerce student tutors in the fall and spring. The summer program will require three classroom teachers, one for each 3-5 grade level. A&M-Commerce student tutors will be selected from the teacher internship/residency program, Honors and Regents College and various departments, and the Northeast Texas Boys and Girls Club will assist during the tutoring period.</p>	
<p>TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>A&M-Commerce ACE centers are located on Commerce ISD campuses and district safety procedures currently in place will be extended during after school, Saturday, and summer programs. Safety will be a shared responsibility with A&M-Commerce ACE program staff and Commerce ISD administration and staff. A Memorandum of Understanding will be created between the A&M-Commerce ACE program and Commerce ISD administrators to address safety needs, back-up locations, online safety, and expectations of safety protocol during program hours, including adjunct site visits and field trips. A Center Safety Plan will be implemented at each center to ensure students, parents, and staff are aware of their responsibility in creating a safe learning environment based on best practices. Each center will be required to conduct an A&M-Commerce ACE Safety Self-Assessment, where the Site Coordinators will document areas of concern and assign a responsible party to remedy issues by a target date.</p> <p>An A&M-Commerce ACE program staff member will be stationed in the front office to check ID's and monitor the Parent Resource Center. Attendance each day will be taken at the beginning of the first activity block. Students who leave with parents must be signed out. Students who ride the bus are listed on a check sheet that is monitored by A&M-Commerce ACE program staff as students are dismissed. During trips to the adjunct site or field trips, students are listed on a check sheet and are checked in and out at each location.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The A&M-Commerce ACE program staff will design activities that are an extension of TEKS-based lessons taught during the regular school day. Creating purposeful content that improves academics, attendance, behavior, grade promotion, and graduation rates will require the Program Director and Site Coordinators to be actively involved in Commerce ISD grade level curriculum and data meetings to review timelines, lesson examples, school day projects, and assessment data. Once student participants have been identified and recruited for the ACE program, students will complete an inventory to determine areas of interest that may not always be available during the regular school day. Building an activity based on a TEKS objective is the academic foundation; implementing enrichment elements such as technology, physical activity, creative arts, and socialization is key to motivating students to build upon that academic foundation.

Once A&M-Commerce ACE program staff have a set of student interests compiled, A&M-Commerce resources will be initiated to assist with educational activities. All staff will be involved in the lesson planning process so each person has ownership of the program. The curriculum TEKS timeline will be broken down to coincide with the ACE four-day week and every other Saturday schedule. Objectives that have not been mastered and need continual improvement will be retaught and then revisited during the summer program. Each activity planned will have a learning objective that follows SMART: Specific, Measureable, Attainable, Relevant, and Targeted. This system will ensure that low performing and at-risk students are receiving instruction and enrichment that has a defined purpose. The SMART system will be used in each of the four rotations of instructional time provided during ACE. Rotation one is 45 minutes of tutoring and physical activity followed by snack time. Rotations two and three are 45 minute blocks where reading and math instruction is offered to small groups. Rotation four is 45 minutes of enrichment. Activities selected to meet SMART objectives need to fall under the Texas ACE Four Component Activity Guide: Academic Assistance, Enrichment, Family and Parental Support, and College and Career Readiness. Program staff can then plan the activity and determine what resources and assessment tools are required using the Texas ACE Activity Planning Worksheet or Texas ACE Activity Lesson Plan. Writing out the lesson plan and resources is essential so a reflection piece can be added documenting the success of the activity. Lessons that were not successful can be flagged so they are revised or removed from the curriculum map. Students will be assessed throughout the program using local and state measures. Standardized testing will be done during the regular school day but additional assessments, particularly monitoring reading and math improvements, will be implemented to document progress. Other assessment measures will be utilized including, oral exams, student response surveys, and projects developed during an activity. Projects and samples of student work will be shared with Commerce ISD teachers, displayed in classrooms and at the Parent Resource Center to enhance program exposure and participation and recruit future students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The A&M-Commerce ACE program will develop activities based on the Texas ACE Four-Component Activity Guide that is built around the core components: Academic Assistance, Enrichment, Family and Support Services, and College and Workforce Readiness. The Project Director and Site Coordinators will collaborate with program staff, Commerce ISD teachers and administration, and A&M-Commerce student tutors to develop a curriculum map with an emphasis in reading and math instruction that is embedded in engaging activities and project-based learning. Program staff will then meet during monthly data meetings to create individualized academic plans for students who have been identified as at-risk or in danger of not meeting state achievement standards. Multiple forms of assessments will be evaluated during this process including benchmarks aligned with student achievement standards, STAAR tests, ITBS scores, teacher made tests, and teacher observations. Intervention strategies and behavioral support will be customized to support student needs. A&M-Commerce has a wide array of services in music, art, fitness, computer programming, theatre, counseling, robotics, and A/V production that will be available to ACE students for enrichment purposes. A&M-Commerce student tutors will consist of teacher interns and residents, Regents and Honors College students, and students from various departments who will provide academic support in their discipline and promote college readiness strategies throughout the program. The A&M-Commerce Career Development office will also develop age appropriate materials on career opportunities for students and host information sessions and resume building workshops for families.

The ACE program schedule will be divided into four, 45-minute rotations, four days per week. The first rotation, which will operate with A&M-Commerce ACE staff and Boys and Girls Club, will include physical activity, tutoring services, and snack time. The remaining three rotations will be based on specific student needs defined by student performance data, interest inventories, and needs assessments. One rotation will have a reading focus and one will have a math focus. Students who have been identified with deficiencies in reading and/or math skills be required to attend the reading and/or math sessions. The goal is to provide small group instruction tailored to student needs. The fourth rotation will blend other academics with enrichment and projects where students will be able to select sessions of interest. For example, a student may indicate that he or she has an interest in science and experiments. A session that incorporates Robotics (solar energy), horticulture (youth gardening), and health (nutrition) is promoting project-based learning in the area of science, but technology, engineering, art and math are also embedded in the lesson. Character development and problem solving are also involved. The activity could be extended with visits from Hunt County 4-H and A&M-Commerce Science and Agriculture faculty to enhance connections and build awareness of vocational skills and job opportunities.

Commerce ISD teachers working for the A&M-Commerce ACE program will be directing the activities, while A&M-Commerce student tutors will work with small groups. An aide will also be available to rotate through sessions if one-on-one assistance is necessary. At the Commerce Elementary School PreK-2 Center in the fall and spring, the student participation goal is 160 students, 40 per grade level. There will be four Commerce ISD teachers and 10 A&M-Commerce student tutors, which is an 11:1 student to teacher ratio. At the A.C. Williams Elementary School 3-5 Center in the fall and spring, the goal is 120 students, 40 per grade level. There will be three Commerce ISD teachers and seven A&M-Commerce student tutors, which is a 12:1 student to teacher ratio. On every other Saturday during the fall and spring, student and their parents will be able to attend ACE from 8:00-12:00. Families will have the opportunity to not only witness their child engaged in school experiences, they will also participate in the learning process. Removing barriers and intimidation that some parents feel in a school setting will require the guidance of the Family Engagement Specialist. Planning adult literacy and job skills courses in conjunction with the student activities will require a strong partnership with the Family Engagement Specialist, Site Coordinators, and A&M-Commerce ACE teachers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist is to mobilize family, school, and community resources to develop meaningful relationships that will enhance student achievement. Facilitating parental involvement is a necessity for the Commerce community. Based on American Survey Data (2014), only 13% of Commerce children come from a married household. Also, 22% of Commerce families have an income of less than \$10,000 and the unemployment rate, at 16%, is almost four times the state average. These risk factors, coupled with 73% of ACE center students listed as economically disadvantaged, illustrate the need to increase family participation to improve parenting skills, parents' level of education, and awareness of their child's education. Building trust and respecting family dynamics will be a key element of the Family Engagement Specialist position. Reaching out to parents and assessing their barriers will open a dialogue between program staff and the families served. Once the Family Engagement Specialist has an understanding of basic parental needs, building an inventory of community resources, providing literacy and technology training, and developing strategies to help parents help their child will follow. The Family Engagement Specialist will be visible and available to assist families who are reluctant or who have obstacles. The Family Engagement Specialist will coordinate with the Commerce Community Advisory Council to establish a network of communication to underrepresented families.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist, with the Project Director and Site Coordinators, will coordinate outreach activities to recruit families and engage them in parent-child events, family nights, skill building workshops, and academic activities. Recruitment efforts will include information tables at university, community, and faith-based events, placing ads in the local and A&M-Commerce newspapers, the A&M-Commerce radio station, Commerce ISD newsletters, and email blasts to various list serves. The Family Engagement Specialist and program staff will also post information on social media outlets, attend PTA and booster club meetings, and communicate with teachers during in-service workshops. The Family Engagement Specialist and school administrators will identify parents of at-risk students who have not attended open house and ACE program informational sessions. Home visits will be coordinated to personally invite the families to participate and explain the benefits of extended-day programs. The Family Engagement Specialist will serve on the Commerce Community Advisory Council and collaborate with members to target resources that will assist in recruitment strategies.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116-501

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family and Parental Support Services component of the Texas ACE Four-Component Activity Guide will be implemented in the fall, spring, and summer activities. The Family Engagement Specialist, in conjunction with the A&M-Commerce ACE program staff and the Commerce Community Advisory Council, will develop strong family engagement activities to provide families with the skills they need to support literacy in the home, encourage their children to pursue high academic standards, and provide guidance so children are able to set academic and personal goals. Parental barriers and risk factors to be remedied among Commerce ISD families include adult illiteracy, limited access to education and resources, unemployment, limited parent involvement, and poor parenting skills. The Family Engagement Specialist and program staff will use these five factors to structure meaningful activities.

Family and Parental Support Services will be offered at the Commerce Elementary School Center and the A.C. Williams Elementary School Center. During the fall and spring, families will be able to attend sessions from 8:00-12:00 two Saturdays per month to increase availability to working parents. If Saturdays are a conflict for some families, the Family Engagement Specialist and Commerce Community Advisory Council will develop an alternative strategy to reach those groups. Family and Parental Support Services will also be extended to the summer term at both ACE centers where families will meet twice per month. A&M-Commerce will provide additional family resources throughout the entire program such as career development sessions, fine arts and STEAM activities, and character building. Title 1 funds can also be leveraged to support family endeavors.

Before families become involved at centers, they must first feel comfortable in the schools. Underrepresented groups may have had difficulty in school, are intimidated in a school setting, may not want anyone to know their literacy deficiencies, or a language barrier may exist. These can be complicated issues that have become a pattern in families. The Family Engagement Specialist and program staff must be prepared and trained to communicate with an appreciation and sensitivity to cultural and linguistic differences. Community members serving on the Commerce Community Advisory Council will also be instrumental in promoting parental involvement through home visits, phone calls, and supportive guidance.

Once families have established a level of trust with staff, literacy, parent training, and employment skills training can begin. Adult education may include GED or ESL classes, opportunities to expand phonemic awareness, and the development of a parent support group. Parenting skills will focus on family communications and role play, setting rules, balancing family and work, leadership, positive reinforcement, and strategies to support a child's achievement through practice at home. Families who are struggling with employment will be connected with employment resources, workforce etiquette, and computer literacy. A lack of awareness or a language barrier may prevent some from pursuing higher education. Commerce is a university town yet only 25% of residents have a college degree. Connecting families with college students from similar backgrounds and offering financial aid seminars and parent orientations will expose families to university resources.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 116-501		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-501

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-501

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-501

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-501		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 116-501

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 116-501

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 116-501

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 116-501

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day
☐ Summer vacation

 ☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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